

Assessment Recommendations for

Eureka Math *A Story of Units*

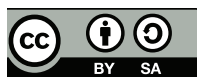
Second Grade – Module 2

2015-2016

Table of Contents

Module Assessment Overview	page 2
Grade 2 Standards Checklist	page 3
Module 2 End-of-Module Assessment Task...	
Score Sheet	pages 4-5
Rubric	page 6
Key	pages 7-10

Materials based on Eureka Math Version 3.



Module Assessment Overview

Purpose of Assessments

Mid-Module Assessment: These tasks address approximately the **first half** of the module's learning objectives, and provide important information for instruction and for grading.

End-of-Module Assessment: These tasks are based on all standards addressed in order to gauge students' full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

Administration of Assessments

- Mid- and End-of-Module Assessments are designed to be completed in approximately one math session. However, The tests can be given over multiple days as needed.
- Assessments are designed to be completed independently by students, without assistance.
- Items can be read to students as needed. (Read the items as written; do not reword.)
- These tasks should not be preceded by review of similar problems.

Grading Guidance

The grading scale on Elementary Report Cards has been changed for 2015-2016 and beyond. Please note that ***4 now indicates advanced understanding of grade level standards expected at this time of year.***

4 – Advanced: Student demonstrates advanced understanding of grade level standards expected at this time of year.

3 – Proficient: Student demonstrates proficiency with grade level standards expected at this time of year.

2 – Basic: Student demonstrates basic understanding of grade level standards expected at this time of year. Student needs additional support and practice.

1 – Below Basic: Student demonstrates minimal understanding of grade level standards expected at this time of year. Student needs significant support and practice.

Rubrics and Checklists have been updated to reflect this change. Rubrics have been further modified from Eureka Math originals for clarity, accuracy, and alignment to Bethel's grade scale.

General Grading Guidance:

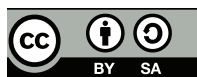
- On the report card, student learning is reported by CCSS domain. The Second Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.
- Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

Module 2 Grading Guidance:

- All standards assessed on this End-of-Module Assessment will be assessed again in Module 7. (See checklist on page 3.)

Updates

Please check this section in future modules for updates and/or revisions as we learn from feedback provided by teachers.



Grade 2 Common Core State Standards Checklist by Module

This grade-level chart provides an at-a-glance view of when each standard is addressed. Shaded boxes indicate standards that are first assessed in Module 2. Some standards may be assessed again in future modules. *Note that standards included in major clusters are followed by an asterisk (*)*. Please refer to the Curriculum Overview of A Story of Units for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

CCSS		GRADE 2 MODULES							
		1	2	3	4	5	6	7	8
2.OA	1*	X			X				
	2*	X							
	3*						X		
	4*						X		
2.NBT	1a*			X					
	1b*			X					
	2*			X					
	3*			X					
	4*			X					
	5*	X			X				
	6*				X				
	7*				X	X			
	8*				X	X			
	9*				X	X			
2.MD	1*		X					X	
	2*		X					X	
	3*		X					X	
	4*		X					X	
	5*		X					X	
	6*		X					X	
	7								X
	8							X	
	9							X	
	10							X	
2.G	1								X
	2						X		
	3								X

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Second Grade Module 2: End-of-Module Assessment Task Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Score Key: A Progression of Learning			
Little or no evidence of reasoning with an incorrect answer.	Evidence of some reasoning with an incorrect answer.	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.	Evidence of solid reasoning with a correct answer.
(1 Point)	(2 Points)	(3 Points)	(4 Points)

Module 2: End-of-Module Assessment							
Question	Domain	Standards					
	Measurement and Data	2.MD.1	2.MD.2	2.MD.3	2.MD.4	2.MD.5	2.MD.6
1	1 2 3 4	X			X		
2	1 2 3 4	X				X	
3	1 2 3 4						X
4	1 2 3 4	X	X	X	X	X	

Domain Score	Measurement and Data	
Total Points		
Level	4	14-16 points
	3	10-13 points
	2	6-9 points
	1	4-5 points

Note: For more information about standards assessed in this module, see back of this score sheet.

Note: The lowest rubric score is 1. Therefore, any student scoring at level 1 for each assessment item will still be assigned 4 points. This translates to a score of 1 in the grade book.

Second Grade Module 2: End-of-Module Assessment Task Score Sheet (continued)

Second Grade Module 2: End-of-Module Assessment Task (Topics A–D) Clusters and Standards Addressed	
Measure and estimate lengths in standard units.	
2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2.MD.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.
2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
Relate addition and subtraction to length.	
2.MD.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
2.MD.6	Represent whole numbers as lengths from 0 on a number line diagrams with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole number sums and differences within 100 on a number line diagram.

Second Grade Module 2: End-of-Module Assessment Task Rubric

Second Grade Module 2 End-of-Module: A Progression of Learning				
Assessment Task Item	STEP 1 Little or no evidence of reasoning with an incorrect answer. (1 Point)	STEP 2 Evidence of some reasoning with an incorrect answer. (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)
1 2.MD.1 2.MD.4	The student is correctly answers 0-1 of the four parts.	The student correctly answers 2 of the four parts.	The student correctly answers 3 of the four parts.	The student correctly answers 4 of the four parts. (See below.)
	a. (1) Measures the crayon as 9 cm. b. (2) Measures the pencil as 11 cm. c. (3) Determines that the pencil is longer. d. (4) Determines the difference in length between the pencil and crayon is 2 cm. (Note: Allow a difference that is correct based on incorrect measurements.) Note: Due to differences in printing, the images may not be 9 or 11 cm. Please confirm measurements.			
2 2.MD.1 2.MD.5	The student correctly answers 0-1 of the six parts.	The student correctly answers 2-3 of the six parts.	The student correctly answers 4-5 of the six parts.	The student correctly answers 6 of the six parts. (See below.)
	a. (1) Identifies meter stick as the tool for measurement b. (2) Gives appropriate reasoning for selecting the meter stick. c. (3) Represents the comparison of the throws with a picture. (4) Answers 3 meters. d. (5) Identifies Sarah as contest winner. (6) Explains thinking.			
3 2.MD.6	<ul style="list-style-type: none"> The student shows no movement on the ruler. The student is unable to answer the question correctly. 	<ul style="list-style-type: none"> The student shows only one movement on the ruler. Student correctly adds 7 but does not subtract 4. 	<ul style="list-style-type: none"> The student shows only one movement on the ruler. Correctly identifies the grasshopper stopped at 21 cm. 	The student correctly: <ul style="list-style-type: none"> Uses centimeter ruler as a number line, showing movement forward and backward as adding and subtracting. Identifies the grasshopper stopped at 21 cm.
4 2.MD.1 2.MD.2 2.MD.3 2.MD.4 2.MD.5	The student correctly answers 0-1 of the seven parts.	The student correctly answers 2-3 of the seven parts.	The student correctly answers 4-5 of the seven parts.	The student correctly answers 6-7 of the seven parts. (See below.)
	a. (1) Measures length of Ribbon A in centimeters. (2) Measures length of Ribbon A in paper clips. b. (3) Provides accurate explanation of why there is a larger number of centimeters. c. (4) Provides an appropriate estimate for Ribbon B in paper clips. d. (5) Identifies that Ribbon A is 5 cm longer than Ribbon B. e. (6) Determines total length of both ribbons taped together. f. (7) Correctly identifies that 4 cm more ribbon are needed.			

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Second Grade Module 2: End-of-Module Assessment Task Key

Name Joshua Date _____

1. Use your ruler to find the length of the pencil and the crayon.



a. How long is the crayon? 9 centimeters

b. How long is the pencil? 11 centimeters

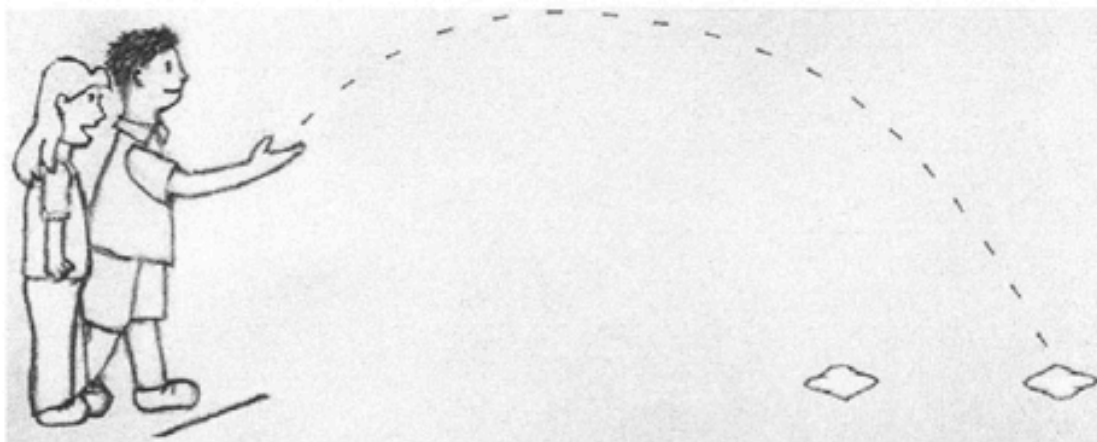
c. Which is longer? pencil crayon

d. How much longer? 2 centimeters

$$\begin{array}{r} 11 - 9 = 2 \\ \begin{array}{r} 10 \quad \uparrow \quad 1 \\ 10 - 9 = 1 \\ 1 + 1 = 2 \end{array} \end{array}$$

Second Grade Module 2: End-of-Module Assessment Task Key (continued)

2. Samantha and Bill are having a bean bag throwing contest and need to measure each of their throws.



- a. Circle the most appropriate tool to measure their throws.

ruler

paper clips

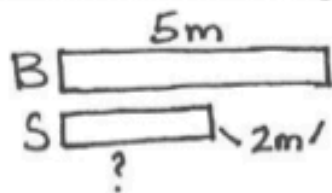
meter stick

centimeter cubes

- b. Explain your choice using pictures or words.

Samantha and Bill threw their bean bags far so a meter stick is most appropriate since it has the longest length-unit.

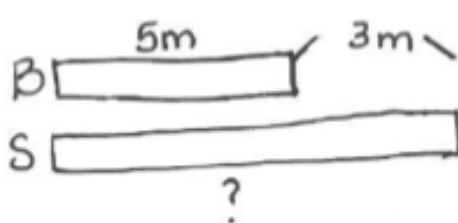
- c. Bill throws his bean bag 5 meters, which was 2 meters farther than Samantha threw her bean bag. How far did Samantha throw her bean bag? Draw a diagram or picture to show the length of their throws.



$$5 - 2 = 3$$

Samantha threw her bean bag 3 meters.

- d. Sarah threw her bean bag 3 meters farther than Bill. Who won the contest? How do you know?



$$5 + 3 = 8$$

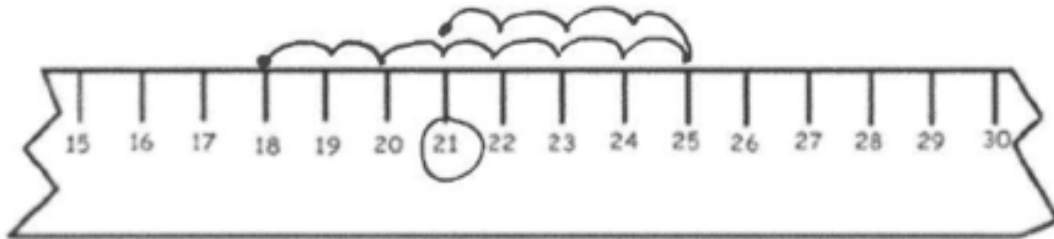
Sarah won the contest because she threw her bean bag 8m which is farther than anyone else.

Second Grade Module 2: End-of-Module Assessment Task Key (continued)

3. Use the broken centimeter ruler to solve the problem.

A grasshopper jumped 7 centimeters forward and 4 centimeters back and then stopped. If the grasshopper started at 18, where did the grasshopper stop? Show your work.

$$18 + 7 = 25 \quad 25 - 4 = 21 \quad \text{The grasshopper stopped at 21 cm.}$$



4.

Vanessa's Ribbons



- a. Measure the length of Ribbon A with your centimeter ruler and your paper clip. Write the measurements on the lines below.

10 centimeters

3 paper clips

- b. Explain why the number of centimeters is larger than the number of paper clips. Use pictures or words.

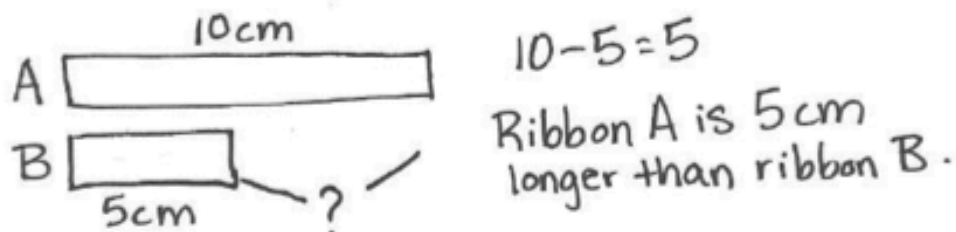
Centimeters have shorter length units than paper clips, so more centimeters are needed to measure than paper clips.

Second Grade Module 2: End-of-Module Assessment Task Key (continued)

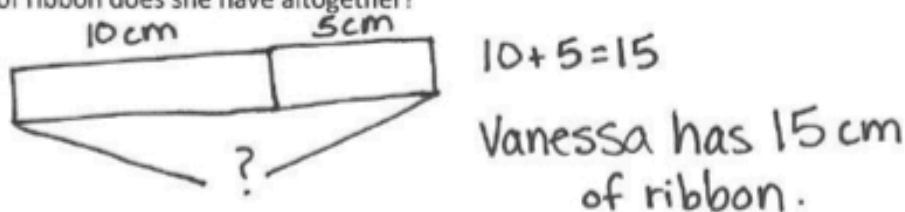
- c. Estimate the length of Ribbon B in paper clips.

2 paper clips

- d. How much longer is Ribbon A than Ribbon B? Give your answer in centimeters.



- e. Vanessa is using the ribbons to wrap a gift. If she tapes the ribbons together with no overlap, how many centimeters of ribbon does she have altogether?



- f. If Vanessa needs 20 centimeters of ribbon, how much more does she need?

$$20 - 16 = 4 \text{ cm}$$

Vanessa needs 4 cm of ribbon.